

PROFESSIONALISM IN THE COMMERCIAL FLIGHT SCHOOL



by C. Lynch, Director

MONTANA AERONAUTICS COMMISSION

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Professionalism in the commercial flight



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COMMERCIAL FLIGHT SCHOOL



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FORWARD

The need to discuss "professionalism" in the commercial flight school can be recognized by taking a look at the historic past and asking ourselves two questions in order to determine a number of things.

Number One: Why has the average commercially rated flight instructor, employed by the average general aviation operator at any one of the hundreds of small town airports across the nation, felt that his stature, and to a great degree through no fault of his own, lacked a bearing of professionalism?

Number Two: Why does the average general aviation operation which maintains a division of flight school activities in addition to numerous other commercial aviation enterprises, feel that acceptance by the public of the professional stature of the school may be lacking?

I believe that it is only fitting and proper to establish here a corollary whereby I may claim, at least to some degree, the authority to speak on this subject.

Inasmuch as Thomas A. Edison was accepted even during his years of experimentation as an authority on electricity, he actually failed in literally hundreds of experiments before arriving at a successful conclusion to his project.

In like manner, I might possibly be considered an authority on flight school operation inasmuch as throughout a twenty-two year career in operation management in the general aviation industry, I must confess that I have pulled every boner in the book, plus a few more which I have kept as well guarded secrets. To this end, may I discuss a few of the practices which are not numbered among my errors.



Charles A. Lynch

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PROFESSIONALISM IN THE COMMERCIAL FLIGHT SCHOOL

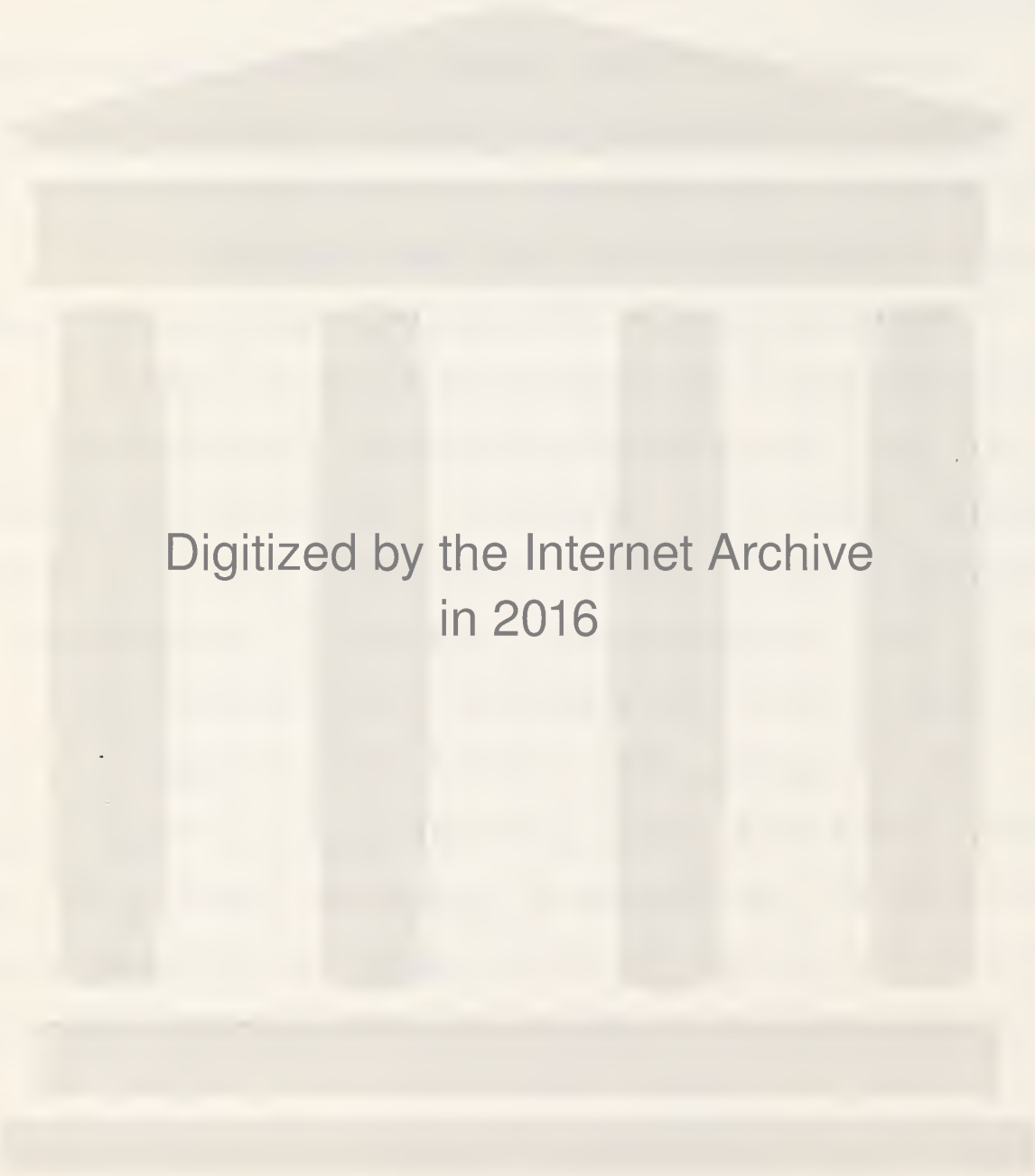
DEFINITION

In commercial flight school operations today professionalism is a characteristic which, if adhered to, will add greatly to the character and the profits of the flight school activities of the fixed base operator.

Professionalism is the standing, practice, or method of a professional as distinguished from an amateur. It is clear that this definition applies to the commercially employed, rated flight instructor. The primary definition of professionalism refers to character, spirit, or methods, and in this instance applies directly to the management and operations of the commercial flight school itself.

At this point, let us clarify that in speaking of the commercial flight school we do not mean the flight school operating for the purpose of graduating commercially rated pilots. We do mean the flight school operated specifically and purposefully by a general aviation operator interested in teaching the general public how to fly properly and safely, in all categories of licenses and ratings and at a profit.

To delve into the subject in any depth of the aviation businessman whose entire business philosophy, capital



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structure and operations, centers around something other than flight school operation, is a complete waste of time and energy. If his only interest in flight school operation is to passively take care of the flight school business that is demanded of him through his sales or service department, then he does not meet the established definition of a commercial flight school.

PURPOSE

It is necessary that this discussion be aimed at the general aviation industry, and specifically that segment of the industry whose operating philosophy includes the aggressive operation of a qualified and licensed flight school. A school with a two-fold purpose of teaching the public how to fly while gaining a profit from the separate function of the flight school itself.

PROFESSIONAL ATMOSPHERE

What image do you want to portray? You are selling an extremely highly specialized form of commodity.

Isn't it necessary to establish in the mind of the commercial customer:

- (1) The businesslike atmosphere connected with making a preferred purchase;
- (2) The feeling that the money spent for that purchase has been worthwhile;
- (3) That full value has been received in return.

Let us start by making some comparison to professionalism in schools other than flight schools. The predominant item of importance is the educational level and bearing on instruction personnel. It is not too difficult in this day and age to secure the services of a well qualified, highly trained and properly rated, commercial flight instructor. From the educational background in his chosen field he rates up at the top with instruction personnel in any other field of similar school activity. If you have not recently had the opportunity to visit a school other than a flight school, I highly recommend that you do so. Try to observe the character and spirit to which Webster has referred.

I am sure the following items will vividly come to your attention. The first noticeable item is that you will no doubt be treated as a visitor. It will become obvious to you in short order that you are a visitor

while someone else in the room is the student, or customer if you will, and is therefore, treated differently in a "professional" way.

Another important item of observation is that the days and hours in which the instruction is offered has been made perfectly clear and definitely firm to everyone concerned.

The third important item to notice, especially if you have entered as a bell has rung, is the specific time schedule. At the moment of entering, you may observe a hall which is filled with pandemonium as numerous "bull sessions" are going on. It is possible you will observe even the professional instructor in nothing more than a "bull session" with many of his customers, but within a few moments, another bell may ring and from that instant on the "bull session" is over. By the ringing of a bell, there is a definite segregation or change in character, spirit and methods.

Promptness is no doubt the first commandment of professionalism. Promptness on the part of the professional will create promptness on the part of the customer. Bearing in mind that we are further speaking of commercialism, this is one item that can add profits to a day's work. There is rarely a general aviation operator who is not occasionally forced to cancel a flight school schedule in favor of a charter flight schedule. How are these

cancellations handled? Are the customers advised well in advance by phone before making an unnecessary trip to the airport? How are weather cancellations handled? Is the customer permitted to arrive at the airport before being advised that weather will not permit the flight?

On the other hand, how about the customer: When he is late, or makes a habit of being late, is he advised that he is late, that his schedule was set up for the previous hour, that the habit of arriving late may rob his guarantee of promptness in future lessons?

The time element must be handled as businesslike on the scheduling as the monetary aspects of the operation are on the collections. Keep in mind that inasfar as your customer's impression of your flight school is concerned, his thinking accents the lesson schedule much more than whether or not his bill is promptly paid before the 10th of the month.

Two regularly used items of scheduling will add greatly to the professionalism of your flight school operation: (1) A large wall calendar with ample room for entries around each date is invaluable for setting up the specific days of the month on which a customer is scheduled to fly. (See Plate #1). (2) The daily schedule designating the hours of the day in which the customer is scheduled and which is used in one form or another by most flight schools, is a definite must. (See Plate #2).

MARCH

1968

Plate 1

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

Even Lawyers Use Them

SCHEDULE

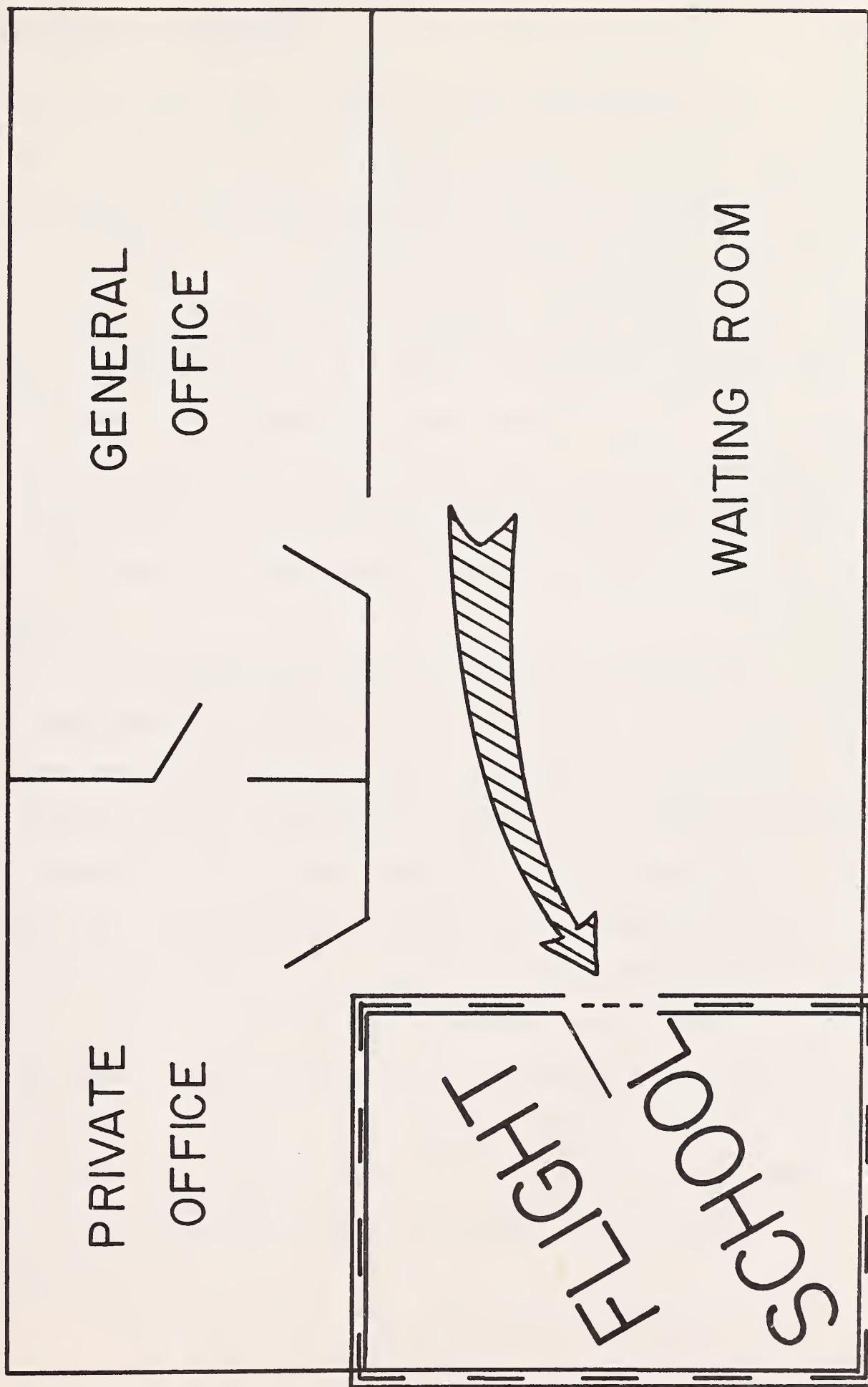
	S	M	T	W	T	F	S
0700 0830							
0830 1000							
1000 1230							
1230 1400							
1400 1530							
1530 1700							
1700 1830							
NIGHT							

THE BRIEFING ROOM

How is your briefing room? Does this add to the "spirit" of your professional atmosphere? If this is not a separate area, then you have a problem! You are faced with mingling the visitor and the customer and with the possibility of the visitor detracting from your professionalism in the presence of your customer. The briefing room is probably one of the more important facility requirements to obtain "professionalism". A separate area, though possibly small, must be established away from the public. There are many aspects of instructor and student relationship which could be compared to the psychiatrist and patient relationship. The customer does not want his errors aired in public. You, as the flight instructor, most certainly do not want unasked for or unsolicited help in the presentation of problems to your customer. The operator most certainly wants to protect both the enthusiasm and the impressions of the customer in order to assist in his development as a well-trained safe pilot and a worthwhile future customer. (See Plate #3).

The briefing room atmosphere can be enhanced in many professional ways through the use of visual aid materials, diagrams, charts, library stock, a blackboard, a bulletin board and as we will get into detail later, the time clock, or time recorder.

SEPARATE



LITERATURE AND CURRICULUM

The literature and the curriculum developed and offered by the flight school operation is a very potent tool in developing the professionalism of the flight school. Do you have a mailer? Even the smallest flight school should have a low cost mimeographed presentation that looks like a piece of literature from a school. Prepared properly, it will establish your image as to your capability in the technical presentations of a flight course and at the same time, establish your professional approach to the commercial aspects of what the flight school course is going to cost the customer.

It is very necessary that this type of literature answer two predominant questions in the mind of the customer. One, what does he get? Two, what does it cost him? Substantially greater development aspects of professionalism can be created by the presentation of your methodology.

Does your approved school certificate demand a place of honor on your wall? Is a manual of daily lesson plans available? The flight training guide for the private pilot airplane course, published by the Federal Aviation Administration in 1964, is an excellent example of what can be done in the presentation of a lesson plan that adds to the spirit of professionalism in your flight school. (See Plate #4.)

LESSON 8. DUAL AND FIRST SOLO FLIGHTS

At the completion of the dual portion of this lesson, the student should have achieved reasonable proficiency in all the flight training maneuvers he has received, be able to make safe takeoffs and landings consistently without assistance or direction, and recover from poor approaches and bad bounces. He should have demonstrated the ability to solve all ordinary problems to be encountered on local flights.

Three solo flights are recommended during the first solo period, if his observed performance is satisfactory, to build the student's confidence. No further solo flights should be authorized until after a rest period and further dual review of basic maneuvers.

- ☐ 1. PRE-FLIGHT DISCUSSION. Instruction and review.
- ☐ 2. TAKEOFFS AND LANDINGS. Practice.
 - ☐ Maintain proper glide angle.
 - ☐ Airspeed control.
 - ☐ Coordination of controls.
 - ☐ Flare and touchdown.
 - ☐ Display of good judgment.
- ☐ 3. SLOW FLIGHT AND STALLS. Review (VR and IR).
 - ☐ Coordination of controls and power adjustments.
 - ☐ Altitude and airspeed control.
 - ☐ Entry and recovery from stall.
 - ☐ Prompt recognition of stall occurrence.
- ☐ 4. COORDINATION EXERCISES. Review (VR and IR).
 - ☐ Straight and level.
 - ☐ Turns.
 - ☐ Climbs.
 - ☐ Glides.
- ☐ 5. EMERGENCIES. Review.
 - ☐ Awareness of wind changes.
 - ☐ Power loss at low and medium altitude.
 - ☐ Traffic congestion and overcrowding in pattern.
 - ☐ Change of active runway.
- ☐ 6. TURNS ABOUT A POINT. Directed performance.
 - ☐ Coordination of controls.
 - ☐ Drift correction.
 - ☐ Altitude and airspeed control.
 - ☐ Entry and recovery.
- ☐ 7. CROSS-CONTROL STALLS. Demonstration.
 - ☐ Misuse of controls.
 - ☐ Entry and recovery.
- ☐ 8. MAXIMUM PERFORMANCE TAKEOFF. Demonstration.
 - ☐ Application of power.
 - ☐ Best angle or rate of climb airspeed and attitude.
 - ☐ Assuming normal climb.
- ☐ 9. THE SOLO FLIGHT. Instructor observes at least three takeoffs and landings to a full stop.
- ☐ 10. POST-FLIGHT DISCUSSION.
- ☐ 11. PREVIEW OF NEXT LESSON.
 - ☐ Maximum performance climbs.
 - ☐ Precision turns.

FLIGHT TIME LOG

Lesson No. 8

	<i>Date of flight</i>	<i>Hours flown this lesson</i>	<i>Cumulative hours flown</i>
Dual flight.....			
Instrument flight			
Dual X-C.....			
Solo flight.....			
Solo X-C.....			

Date lesson completed _____

Aircraft type and No. _____

X-C flight to
(Name airports) _____

Instructor _____

CFI No. _____

In studying this publication closer it is interesting to note that a particular lesson covers a particular segment of the curriculum, not a particular flight. The manual is set up so that three or more separate flights may be devoted to one particular lesson. This lesson log not only adds to the professionalism as established in the minds of your customers relative to the activities of your school, but adds substantially to the professionalism maintained between flight instructors employed within the same flight school operation. (See Plate #5).

Many operators today who are familiar with World War II Civil Pilot Training Program of 1939 through 1944 will clearly recall the professional methods that were established by a good log book and a lesson plan published in a single volume which was used throughout the various contract course during those years. This volume, though not necessarily the best, was discontinued and the irony is that it has taken us years in an attempt to get back to something anywhere near as effective.

PROFESSIONAL ECONOMICS

The value or worth of your flight instructor to the operation should assist you in analyzing him as a professional man. The monetary agreement between flight instructor and flight school operator should be such that at no time does it cause an ebbing in his spirit indicating that

he senses that he is something less than a professional. The entire economics of a flight school operation should be established in such a manner as to leave the customer with the impression that the professional, the teacher, is the more important part of the entire program.

Too often in the past the economics of flight school operation has been established in a manner so as to give the customer a clear view of the flight instructor as merely a subsidiary additional charge on the use of an aircraft. It is regrettable that over the years a number of otherwise good flight instructors have assisted in confirming the customer's opinion that this is fact. There has been little or no attempt to sell the use of an aircraft strictly as a piece of rental equipment, and to sell the services of a professional flight instructor specifically as something that is worthwhile and will sell by itself.

It is also regrettable that aviation in its infancy established the cost to the public on the basis of the airplane. The rates quoted included both the use of the aircraft and the services of the professional. Little or no distinction was made and after more than a generation of that type pricing structure, the public has been well schooled in the impression that the man, the professional, is worth nothing without his airplane. An aspect which added to this philosophy in years gone by was fostered by

the Federal Government in issuing licenses to persons on the basis of how well they could fly the airplane, not their judgement nor thinking processes. To overcome this we must present more than ample time and materials for food for thought in addition to the time in the aircraft and under a system that will generate a profit.

In recent years it has become more obvious with the development of sophisticated systems for navigation and numerous more sophisticated systems incorporated in the aircraft itself, that a greater percentage of classroom instruction is needed to develop a well-trained, safe pilot than the actual time spent in the aircraft.

Efforts have been made by government, industry, and the flight school operations themselves, to greatly increase the time devoted to pre-flight and post-flight instruction. It must be economically practical to do so or it will eventually be technically impossible to do so.

As portrayed in Plate #6, 'Pricing on the Flight Hour Method', any tendency to advertise a wealth of pre-flight and post-flight instruction admits the extra "give-away" time and clearly portrays the lack of value of the professional instructor's time when away from his airplane. Until this economic problem is properly handled, the tendency will be to minimize both pre-flight and post-

DUAL-SOLO SYSTEM

30 Minutes Dual a \$17/hour \$ 8.50

45 Minutes Solo a \$12/hour \$ 9.00

Ground School Extra
(or on your own) Free

Preflight Instruction (FREE)

Post-Flight Instruction (FREE)

THE AIRCRAFT EARNS, ONLY
THE PROFESSIONAL INSTRUCTOR
IS FREE !

flight instruction and thereby minimize the professional stature of the school and the basic concept of commercial business.

This tendency which will always remain will cause the student to attempt to absorb much too much talk and explanation detail while aloft. This action cannot help but prolong actual flight time for the completion of a particular course and will deliver a poor product to the ultimate market.

The image left with the customer as to the professionalism involved in pre-flight and post-flight instruction will be that "if it is free, it is worth no more than a bull session".

Let's take a couple quick looks at how the commercial aspect of the economics in flight school operation can actually add to the professionalism of the flight instructor and the flight school. Plate #7 indicates how a number of good flight school operators within the nation are advertising "course selling" in developing professionalism in their flight schools.

It is interesting to note that the customer is quoted a 125 hour course for a private pilot license at a flat fee. It is of special interest to note that 40 hours of the course is involved in flying the aircraft. The additional 85 hours of professional tutoring clearly indicates

Private Pilot Course

125 Hours Instruction In FLYING, Only

\$ **700⁰⁰**

40 Hours in Aircraft

85 Hours Professional Tutoring

No Extra Ground School Charges

*Books and Navigational Materials
available in Flight School Store*

to the customer that he is paying for something that will be worth the purchase price. A proper tie-in on this type of advertising eliminates any possibility of error in the mind of the customer. All of the numerous and varied flight school materials which are made available to him, are not a part of the package cost of the course. He can select the materials recommended by the instructor to meet his personal needs and desires in the flight school store.

The ideal selling situation is when the flight school operator has been assured by the customer that he intends to progress steadily until full completion of the course.

We have almost always been faced with the other important economic problem, and that is the customer whose time is so limited that he must attempt to purchase on the "lesson at a time" basis until such time as he can complete his entire course.

Under the old system this was probably the most often used but most economically impractical system by which to attempt to develop a profit out of flight school operations. (See Plate #8). First of all, the customer was never assured, or at any time could he tell, exactly what the eventual total cost was going to be. At the same time, the flight instructor knew that he would be faced with numerous free hours of "bull session instruction" for which he nor the flight school operator would ever receive remuneration. Probably one of the greatest hazards to this type of

FLIGHT HOUR SELLING

OLD STYLE	20 hours Dual	a \$17/hr	\$340
	20 hours Solo	a \$12/hr	\$240
	Ground School Extra		\$30-\$100
	(Or on your own)		No Charge
	* Maybe Extra 18hrs	a \$17/hr	\$306
	COURSE PRICE		\$886

*But Do They Have All Of The Knowledge You Could
Sell Them ?*

Or Does Plate 7 Look Better ?

* National Average: 58 hours for Private

ONE MONTANA SCHOOL: 43 Hour Average

lesson planning in flight school operation, was the complete inability in most cases to schedule at regularly spaced intervals in order to develop the greatest benefit for both the customer and operator.

It is this phase of selling flight school activities that we will now return to the subject of the time recorder or time clock. Through the use of time cards and a time recorder of almost identical make-up to that used in practically all service shops today, a system can be established whereby a customer may secure the professional services of an instructor and the rental of an aircraft on separate but adequate pricing scales. This should amount to no more than the usual dual rate quotation when the instructor is aboard the aircraft and at a rate which will be fair and just for the services of a professional man when they are working together in the briefing room for the purpose of the pre-flight and post-flight instruction.

With the use of the time clock for recording the time purchased for the aircraft, a fair and just charge can be established even on a lesson basis for each individual lesson received by the customer. There is nothing that will more clearly differentiate between post-flight instruction and "coffee time" or the "bull session", than the awareness on the part of the customer that there are certain times for which he should expect to pay and can demand the services of the professional flight instructor, and there are other times, outside of the period when there is no charge involved. (See Plate #9).

[illegible]

It is positively a must that "coffee time" is kept away from the briefing room and away from the time clock. Avoid permitting outside interference or visitors from developing a "bull session" while the professional instructor is still "clocked in" on the customer.

This system adds just a sufficient amount of pressure to keep the instructional periods moving along until the accomplishment of the particular lesson plan for the day. It is obvious that the customer will be well aware of the purchase aspect of the instructor's time. If presented properly in the privacy of a briefing room and in conjunction with numerous classroom instructional materials, the customer cannot help but realize that it was a worthwhile purchase.

PSYCHOLOGY OF METHODOLOGY

A flight school's need for various items of information on the customer enrolled in a course of flight training can be rather extensive. The use of a formal enrollment form will leave the customer with an impression of the business approach taken by the school and will assist in the creation of a professional atmosphere of the school itself.

If you have an enrollment form, use it every time. If you do not, it would be well to design a form that will get all of the information that you will eventually need.

At the time of enrollment the information obtained should include medical information; legal information, depending on the customer's age; and proper certifications by parents if required. Include credit reference information even if the initial contract is established on a cash basis. Sooner or later in the development of this customer the information will be necessary.

Cause the customer to commit on paper how far he intends to go in the flight school curriculum. If at a later date the school determines that it is not the customer's intention to go as far as he originally intended, check, something could be wrong. Maybe it is your "professionalism".

Flight school literature is a must. Does your school literature covering the various pilot courses clearly indicate to the customer what he is buying? What he may do as a course graduate? What it will cost as an average, or what it may cost ultimately? Does it clearly indicate the requirement of promptness, promptness in possibly both scheduling and payment? Does it indicate the recommended frequency of lessons? Do you have a package price wherein the customer may make at least some small saving by buying on course rates?

Most schools in fields other than aviation talk of tuition. Can you use this term to a good advantage in spelling out the payment schedules required?

It is obvious in this day and age of commodity credit, that a real "professional" flight school having established their "standing, practice or methods of a professional" as distinguished from an "amateur" can secure bank financing for its customers under various available banking programs.

There has been a great tendency over the years in diversified flight operations to attempt to complete the sale of a rather valuable chunk of equipment called an airplane and then turn around and "throw in" to the deal the cost of the dual instruction for getting the customer on his way. There is a very obvious error in this method of pricing. Even though it is the intent of the operator to allow the customer the cost of the training, it should be written into the deal and, if necessary, incorporated in the discounts or "what have you" rather than permit it to go unnoticed.

In an attempt to establish a workable and worthwhile system for both the utilization of a greater percentage of the flight instructor's time throughout the working day, and to create income more directly proportional to the costs, all that is really needed in addition to the briefing room equipped as a classroom for flight students, would be the time recorder and time card rack. The time card should provide spaces for both the clock recordings of the instructor's time and the tachometer recordings for the airplane's time. (See Plate #9). By consistently using this process on each and every lesson, a flight instructor may

develop income in proportion to his actual time spent in teaching, whether aboard the aircraft or in pre-flight and post-flight instruction.

Charging the instructor's time separately from the aircraft time, the charges for the aircraft would be established on the solo rate and the customer would be required to pay for the use of the machine in a manner similar to the pricing schedule of most automobile rental agencies. This will clearly differentiate between the charges for the instructional time of the professional flight instructor and the charges for the use of the equipment. (See Plate #10).

This system not only adapts itself well to the flat rate course system of selling but adapts ideally to the single lesson plan of selling when necessary.

Probably the biggest advantage to the entire school industry would be the ability for a flight instructor to establish direct earning power for the betterment of his performance and the formation of his own income throughout the entire month. There is further, the advantage of developing direct flight instructor income on days which are normally considered "weather interruptions" to the normal flight schedule.

There are obviously pros and cons to this system of flight school operation. We are, however, sure that a real concentrated look at the problems of flight school activities will indicate that the numerous reasons favor-

TIME CLOCK METHOD

LESSON 1	Instructor Time	
Dual	1.0 hour a \$5/hr	\$ 5.00
	Aircraft Time	
	.5 hour a \$12/hr	<u>6.00</u>
		\$11.00

LESSON 2	Instructor Time	
Solo	.3 hour a \$5/hr	\$ 1.50
	Aircraft Time	
	.8 hour a \$12/hr	<u>9.60</u>
		\$11.10

Sells The Professional Instructor's
Time Too !!

ing this system will outweigh the disadvantages.

The first and necessary advantage is the creation of a system which can add to both the earnings of the fixed base operator and the professional flight instructor's earning power. This can eventually lead to an arrangement whereby more full scale salaries can be established for flight instruction personnel. Imagine having an instructor who does not want to "get out of town" on a charter trip. This should assist in cutting down the rather difficult job of scheduling part time personnel to fit into the schedules of part time students.

On the other hand, part time personnel are still considerably more workable under a time clock system with an earning power greater than just that time aboard the airplane. It further creates a potential for earning power on otherwise unflyable days and still delivers to the customer full value for the money spent.

Probably the biggest item of importance in the minds of those against the system is the fear that the competitor on the local airport will not establish the same system at the same time. This in turn could lead to an undercutting factor and "price selling" of flight instruction.

This, I believe, would make one of the easiest systems to sell against of anything in the industry. The equipment, the facilities, and the school atmosphere of a properly equipped briefing room with the personal attention of a

flight instructor would certainly deliver something to the student which would show a superiority of professionalism over any flight school making an attempt to minimize this phase of the instruction time in order to create a low cost figure.

Normal resistance of the general public to this price structure would be of no consequence inasmuch as new students enrolling after the system has been inaugurated would be completely unfamiliar with an previous price structure.

When this system was installed in one Montana school, the comment from the general public was nil. Obviously, whatever higher rate per lesson might have been reflected in the charges was counteracted by the fact that the student had received substantially more in the way of total instruction.

It is up to the individual operator in different locations to make the personal determination as to whether or not, for the benefit of the "professionalism" and the "commercialism" of the industry, he will be a leader or a follower of his competitor.

THE NEED IS NOW

It has become extremely apparent over the past two years that the industry has experienced the greatest upsurge in flight training that has ever existed with the possible exception of the CPT contracting during the

World War II years. More effort from segments of the industry other than the flight schools has poured more work, effort and national advertising dollars into the flight school aspect than has ever been enjoyed by the industry. There has been established nationally, an acute awareness of the trade school type education and its dire growing need!

An all out effort in most states of the nation now has been devoted to the formation of aviation science courses for the secondary level of our high schools. This cannot help but assist greatly in creating the largest potential pool of future pilots that has ever existed.

The general aviation manufacturers in recent years accented design and production for specialized training type aircraft that also fit very nicely into the private owner "business use" category. The engineering developments in this field have created a product that is easier, more comfortable and more pleasant to fly than training type aircraft of 15 years ago. It is also obvious that with the high volume of new training type aircraft produced during the past three or four years, there will be an extremely large volume of good used merchantable equipment on the market within the very near future.

This should create the possibility of selling the package deal better and easier than has ever existed before.

Public Law 90-77 has added substantially to the pool of available customers for the flight school operation in this last year. There has been somewhere in the vicinity of three and one half million veterans released since January 31, 1955 who are now eligible for future flight training in the commercial field.

If the fair, reasonable and usual charges have not been firmly established within your flight school operation, it would be mandatory to devote some time to that subject now. The important factor is that you do not permit an upsurge in training potential to ruin your business, but rather, develop it into a permanent, professional commercial business.

Let's Not

"Give Dual"

Let's Operate

"A Flight School"

